

GREENFIELD UNION SCHOOL DISTRICT

JOB OPPORTUNITY

Job Title:	Mentor (Level 1) - Teacher Induction & Pre-Induction (G-TIP and G-PIP)	Job Category:	Certificated
Location:	Varies	Job Code	
Salary:	Level 1 - \$330 per teacher candidate per month	Work Cal:	Varies
Date Posted:	03/03/2025	Closing Date:	Until Filled
Applicants apply at: WWW.GFUSD.NET			
Contact: Renee Whitney, Administrator of Beginning Teacher Programs			
JOB REQUIREMENTS:	<ul style="list-style-type: none"> *Must have a clear teaching credential. *Must have current knowledge of content and teaching standards. *Must be enthusiastic and committed to assigned tasks. *Must be able to communicate in an effective and cooperative manner. *Must be knowledgeable and have experience in developing instructional strategies and techniques. 		

DESIRABLE QUALIFICATIONS:

1. Have achieved permanent status **and** have a minimum of 3 years teaching experience.
2. Able to establish an appropriate working relationship and rapport with individuals.
3. Knowledge of authentic assessment and how the results can be used to improve the curriculum and instruction in the school.
4. Knowledge of the six California Standards for the Teaching Profession (CSTP).

DUTIES AND RESPONSIBILITIES:

1. The mentor will orient the teacher candidate to the total school setting, organizational policies, and duties and responsibilities of the faculty and other professionals.
2. The mentor will help the teacher candidate understand his/her role and define the extent of his/her responsibility and authority.
3. The mentor will discuss organizational programs with the teacher candidate, so that he/she will understand activities in relation to immediate and long-term goals.
4. The mentor will serve as a model and information source, helping the teacher candidate improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities.
5. The mentor will provide support on a continuing basis, gathering and recording information and conferring with the teacher candidate for purposes of analysis, feedback, and guidance.
6. The mentor will spend a **minimum** of one hour a week supporting the teacher candidate. A total of 40 hours per year.
7. The mentor will have regular communication with program administrators and staff.
8. The mentor will attend all training and meetings as scheduled, during and after school.
9. New mentors will be required to attend an all-day training prior to the teacher contracted return date. Returning mentors will attend a half day refresher training.
10. The mentor will support the teacher candidate in the development of the Individualized Learning Plan (ILP).
11. The mentor will participate in ongoing professional development to enhance effectiveness.
12. The mentor will participate in all informal and formal program evaluation reflecting upon training, support, and program impact.
13. The mentor will observe the teacher candidate to provide feedback and guidance.
14. The mentor will provide additional support to teacher candidates needed to pass a CalTPA and/or RICA.
15. Performs other duties and responsibilities as required by the Superintendent of designee, in order to accomplish the goals and objectives of the district.

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WORKING CONDITIONS:

ENVIRONMENT:

Office environment; subject to constant interruptions; driving to off-site locations to conduct work; supervision responsibilities including day and evening outdoor activities.

PHYSICAL REQUIREMENTS:

Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare, and proofread documents, perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects; frequent walking of the school site.

PHYSICAL ABILITIES:

Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions in the work environment.

- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, and make valid judgments and decisions.
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy.
- Ability to identify and interpret communications in handwritten and printed materials, and on the display screen of various office equipment and machines.
- Ability to communicate effectively in order to perform assigned duties and to exchange information in person, in front of groups, and telephonically.
- Ability to observe, monitor, and manage student activities and other assigned duties effectively.
- Physical agility to move self in various positions in order to execute duties effectively, which may include kneeling, walking, pushing/pulling, squatting, twisting, turning, bending, stooping, and reaching overhead; physical stamina sufficient to sustain light physical labor and remain in a stationary position for up to 8 hours.
- Physical mobility sufficient to move about the work environment (office, District, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, and ramps, and respond to emergency situations; physical strength sufficient to periodically lift and/or carry 20 pounds of materials or supplies; occasionally lift 40 or more pounds with or without assistance.
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds with or without assistance typically indoor work environment.

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1. Seldom: Less than 25% 2. Occasional: 25%-50% 3. Often: 51%-75% 4. Very Frequent: 76% or more
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| <u>3</u> | a. | Ability to work at a desk, conference table or in meetings of various configurations. |
| <u>4</u> | b. | Ability to stand for extended periods of time. |
| <u>4</u> | c. | Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter and observing students. |
| <u>4</u> | d. | Ability to hear and understand speech at normal levels. |
| <u>4</u> | e. | Ability to communicate so others will be able to clearly understand a normal conversation. |
| <u>3</u> | f. | Ability to bend and twist, stoop and kneel, crawl, push, pull. |
| <u>3</u> | g. | Ability to lift <u>50</u> lbs. |
| <u>2</u> | h. | Ability to carry <u>40</u> lbs. |
| <u>4</u> | i. | Ability to reach in all directions. |

EVALUATION:

Performance of this job will be evaluated in accordance with Board of Education policy and provisions of the collective bargaining agreement if applicable. The evaluation will be completed by the Site Principal or his/her designee.

RIGHT TO REVISE: This job description is not meant to be all-inclusive, and the school reserves the right to revise the job description as necessary without advance notice.

QUALIFIED APPLICANTS MAY BE CONSIDERED FOR AN INTERVIEW APPOINTMENT

The Greenfield Union School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, parental status, pregnancy status, race, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact:		
Equity Compliance Officer: Ramon Hendrix--Superintendent 1624 Fairview Rd. Bakersfield, CA, 93307 661-837-6000 hendrixr@gfusd.net	Title IX Coordinator: Dr. Debra Thompson--Assistant Superintendent of Student Services 1624 Fairview Rd. Bakersfield, CA, 93307 661-837-6000 titleIX@gfusd.net	Section 504 Coordinator: Jennifer Morales—Coordinator of Health Services 205 McKee Rd Rd. Bakersfield, CA 93307 661-837-6130 moralesj@gfusd.net

EQUAL OPPORTUNITY EMPLOYER